

Garde Ta Foy

Felsted
School

International Baccalaureate Diploma

Coursework Guide

2010-2011

Sixth Form Study at Felsted International Baccalaureate

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The International Baccalaureate

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Making the choice

Shortly you will be faced with important decisions about your Sixth Form studies. At Felsted, you have the choice between the Advanced Level course and the International Baccalaureate Diploma. This prospectus deals with the International Baccalaureate, while a separate prospectus covers the Advanced Level subjects offered at Felsted.

Read this prospectus carefully and consult as widely as possible before making your choice. The IB and Advanced Levels are quite different courses and will suit students with different needs and interests. Once you have decided whether to take the IB or Advanced Levels, you will then need to decide on a suitable combination of subjects. Both of these decisions, the choice of either the IB or Advanced Levels, as well as your choice of individual subjects, are very important. They will influence your ultimate decisions about your university courses and your eventual career.

In order to make the correct decision you will need to read the material in this prospectus very carefully and then consult your Tutor, Housemaster or Housemistress, the Careers Department, subject teachers, current members of the Sixth Form and your parents.

Sixth Form provision at Felsted is designed to:

- ensure a broad and balanced education, both in terms of the academic curriculum and extra-curricular activities;
- challenge and stimulate students;
- be responsive to individual academic needs;
- prepare students for further education and employment;
- prepare students for adult life.

Studying in the Sixth Form

Life in the Sixth Form will present you with new challenges and responsibilities. If you set yourself high standards, you should find your time in the Sixth Form the most rewarding chapter of your school career.

In the Sixth Form, you will be increasingly responsible for the effective management of your work. Preparation is less routine and regulated and you will need to learn both to plan your work and to show initiative.

Your subject teachers, Tutor and Housemaster or Housemistress will help you to monitor your progress in the Sixth Form.

In the Sixth Form you will need to:

- plan your week;
- keep abreast of the reading you are given;
- develop your writing skills;
- make the most of Library and ICT resources;
- keep up to date with assignments and ensure you meet coursework deadlines;
- organise individual study sessions;
- take effective notes;
- prepare for examinations.

Entrance Requirements

In order to qualify for admission into the Sixth Form, Felsted pupils will normally be expected to gain a minimum of five GCSEs at grade C, but the School's expectation is that there would normally be **at least five GCSEs at Grade B or better**. Applicants from other schools will normally be expected to achieve the equivalent of **at least five GCSEs at grade B or better**. However, other factors will also be considered alongside academic performance with any application for admission to the Sixth Form.

Candidates should also look carefully at the specific requirements laid down by each Department, which usually means at least a B grade in that subject if studied at GCSE, and the School's expectation is that it would normally be an A grade.

Students admitted into the Sixth Form on the minimum requirement will be closely monitored. If a student is deemed to be making insufficient academic progress then it may mean that they have to repeat the Lower Sixth.

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THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) Diploma Programme is a highly regarded, and widely recognised, pre-university course.

The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. IB programmes encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma is a course which offers academic rigour, genuine breadth and coherence, and aims to develop initiative and resourcefulness. We live in a world of global economies and communications and students will be part of this world and need the education that allows them to live and to succeed in it.

What is in the IB Diploma?

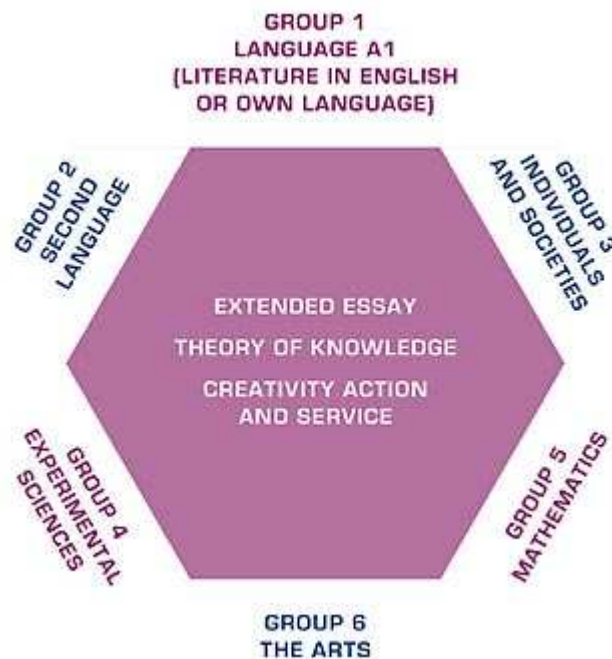
To complete the IB Programme you study six subjects. Three of these subjects are studied at Higher Level and three at Standard Level. You must choose one subject from each of the six groups indicated below.

Group 1	Group 2**	Group 3	Group 4	Group 5	Group 6
English A1 HL/SL	English A2 HL/SL	Economics HL/SL	Biology HL/SL	Maths HL	Music HL/SL
German A1 HL/SL	French B HL/SL	Geography HL/SL	Chemistry HL/SL	Maths SL	Visual Art HL/SL
	German B HL/SL	History HL/SL	Physics HL/SL	Maths Studies SL	or
	Spanish B HL/SL	Philosophy HL/SL			Chemistry HL/SL
	Spanish <i>ab initio</i> SL				Computer Science HL
					Economics HL/SL
					French B HL/SL**
					History HL/SL
					Latin HL/SL
					Psychology HL/SL
					Spanish <i>ab initio</i> ** SL

See **Page 11 for definitions of the terms A2, B and *ab initio*

NB **Not all subject combinations may be available.**
A subject may be withdrawn if there is not sufficient demand.

The six groups are arranged in the form of a hexagon with the core programme, which all Diploma students must complete, placed at its heart.



The core programme consists of a course in the *Theory of Knowledge* (TOK), an *Extended Essay* (EE) in the form of a research paper and completion of a series of activities outside of the classroom showing *Creativity* and involving *Activity and Service* (CAS).

Theory of Knowledge (ToK)

This is the cement which holds the Diploma together and is central to the philosophy and teaching of the Diploma. It is a course which challenges you to think critically about ways of knowing and areas of knowledge and to consider the role of knowledge in a global society. It should encourage you to be aware of yourself as a thinker and of the complexity of knowledge and to recognise the need to act responsibly in an increasingly interconnected world.

The course consists of questions, both timeless and new. Examples of these questions are: How is knowledge gained and from what sources? To what extent do personal experience and ideology influence our knowledge claims? What is the difference between 'I am certain' and 'it is certain'? Can we think without language? Can feelings have a rational basis? Does living a moral life matter?

Assessment is by one essay of 1200-1600 words, completed in the Upper Sixth, on a title prescribed by the IBO and by one 10-minute presentation to the class.

Extended Essay (EE)

The Extended Essay is your own independent research, on a topic that you choose. You should select a topic that is both interesting and challenging to you but specific enough for you to examine it in depth.

The topic must be within one of the IB subject areas but does not have to be in a subject which you are studying for the Diploma. It should take about 40 hours in total and may be experimental or library research based. A teacher of the subject of your Extended Essay will act as your supervisor and will offer guidance and advice. The essay is about 4000 words long.

Examples of Extended Essays are:

- The English Language: Invasion, Corruption and Communication.
- How does the symbolism of the garden in 17th and 18th century poetry illustrate the difference between a 'Paradise Lost' and a 'Paradise Organised'?
- How did the September 11th attack on America affect the European economy?
- Who built Stonehenge and why, and will we ever know for sure?
- What is schizophrenia and how do families cope if a relative is suffering from this illness?

Creativity, Action, and Service (CAS)

The goal of the IB Diploma is to educate the whole person and help you become a responsible and compassionate citizen. The CAS requirement is that you share your energy and talents with others, beyond academic work and books. This is interpreted widely but the key criteria are that you develop greater self-awareness and concern for others. The emphasis is on learning by doing activities that have real consequences in everyday life, and reflecting on these experiences over time.

Activities suitable for **creativity** might include dance, theatre, art, music or website design. **Action** might be participation in team or individual sports, expeditions or camping activities. **Service** might be at the school or in the local community, or undertaken at national or international level. Service is doing something for others and with others. It might be, for example, teaching young children to swim or play a musical instrument, sports coaching, clearing a footpath of litter or raising funds for Amnesty International. Often the action and creativity aspects of CAS will also involve service. CAS is about the education of the whole person, and the richness of CAS is maximised when the three elements are interwoven. The IB requires 50 hours in each of the three elements – Creativity, Action and Service.

The Felsted CAS programme has three strands:

- Individual directed activities outside of school which may develop through personal interests or arise out of volunteering activities.
- School-based activities, which take advantage of existing school activities and commitments, such as membership of sports teams.
- Discrete projects, which will be arranged by Felsted staff to create the opportunity for teamwork. This final area could be a concert at a children's home or an environmental project. Details will be provided at the start of the programme.

All three strands will allow you to satisfy one or more of the CAS elements. For example, if

you choose to volunteer for an environmental project, this will meet both action and service requirements. If you write about your experiences, you can also be rewarded for creativity. There are self-evaluations and school evaluations of your commitment to CAS, and the IBO monitors standards. You will fill out a CAS Diary where you reflect on the benefits you, and possibly other people, have gained from your activities. The Diary may also include photographs and any other relevant material.

Fulfilment of CAS requirements is a condition of award of a Diploma just as much as is the gaining of sufficient points in the academic subjects.

How is the IB marked?

The IB Diploma has only terminal exams; no course is modular. These exams are sat in the first weeks of May of the Upper Sixth. The maximum time for Higher Level subjects is 5 hours of exams for each subject and for Standard Level subjects is 3 hours. The results are published in early July.

In each subject, you can gain a points score of 1 (lowest) to 7 (highest). The maximum for the six subjects is then $6 \times 7 = 42$ points. There are up to 3 additional points for both the ToK assessed work and your Extended Essay together. Therefore, the maximum score in a Diploma is 45 points. Usually a minimum of 24 points gains you a Diploma. Retakes are possible in November.

The Diploma Programme's grading system is based on set criteria. Your grades will reflect attainment of knowledge and skills relative to standards applied equally to all IB schools. Top grades are not awarded to a certain percentage of students, but on merit. As a result, IB grades have not experienced the grade inflation seen at A Level over recent years. The percentage gaining a top score (7) in the Diploma varies from year to year, but within each subject the numbers achieving the highest grades has remained roughly stable across the last decade.

University Entrance

Universities commonly make offers in the 33-39 IB point range, depending on the subject. Oxbridge offers normally range from 39 to 41 IB points. Offers tend to be in the form of “37 points, with at least a 6 in History HL” for someone proposing to read History at university. Generally, we would expect Felstedians to gain at least 34 points.

Research carried out by universities shows that IB students are more successful dealing with the independent learning required at degree level. Fewer IB students fail to complete their degree courses and, as a result, admissions tutors look very favourably on applicants with an IB background, a view the following quotations support.

What the universities say:

“There is a stark contrast between students prepared for university through the IB and A Levels, with the former having a significant advantage. IB students coped well whereas as many as 33% of A Level admissions had trouble”.

Dr G. Duranton, Admission Tutor, London School of Economics

“We welcome applications from IB students because of the breadth of study the qualification affords. IB students are known to perform well on our degree programmes”.

Brigitte Burrows, Head of Education Liaison, Queen Mary, University of London

“The IB is an excellent qualification that prepares applicants for higher education. The breadth of the IB allows applicants to develop a broad understanding across a range of disciplines, whilst the opportunity to take specialist courses gives a depth of knowledge that is on par to the most arduous A Level study. The IB enables students to develop and demonstrate a wide range of interpersonal, leadership and life skills that will assist their transition from school to university”.

Mike Nicholson, Head of Undergraduate Admissions, University of Essex

What the students say:

“The IB is definitely the gateway to the future. I would personally sum it up as International Brilliance. The course has allowed me to develop my independence and confidence whilst encouraging me to think out of the box! These three aspects I feel will act as the perfect gateway as I move on to University and in later life.”

“I am proud to say that I am a member of the IB programme. Though very rigorous and challenging, the IB programme has helped me to live up to my full potential as a student as well as a person. This programme requires you to work hard, take education seriously, and stretch your mind to do things that you never thought were possible.”

“From the IB programme, I have acquired study habits and work skills that will serve me well in college and throughout my life.”

“What I like about the IB, is that it does not only encourage you to succeed academically, but with the CAS programme it allows you to pursue an interest in sport, drama, music and many other activities. This allows you to become a more rounded individual.”

Group 1: Language A1

English and German A1 are offered at both Higher Level (HL) and Standard Level (SL).

Aims

The aims of the language A1 programme at both HL and SL are to:

- Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary study and criticism;
- Develop the students' powers of expression, both orally and on paper, and provide the opportunity to practise and develop the skills involved in writing, speaking and listening in a variety of styles and situations;
- Introduce students to a range of literary works of different periods, genres, styles and contexts;
- Broaden the students' perspectives through the study of works from other cultures and languages;
- Introduce students to different ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works;
- Develop the ability to engage in close detailed and critical examination of the written text;
- Promote an enjoyment of, and lifelong interest in literature.

English A1

english@felsted.org

Nature of the Subject

This is primarily a course for students whose mother tongue is English. It is the principal language of the school, the language in which the majority of the IB curriculum is delivered, and the language in which students carry out the majority of their written and oral assignments. German students should instead opt for German A1, the other Language A1 course offered at Felsted.

Language A1 aims to promote an appreciation of the richness and subtlety of the English language. Through the study of Literature, students will not only develop a knowledge and understanding of the language and culture of different English speaking societies but also, through the study of World Literature texts in translation, a broader international perspective concerning literature and the development of human thought. Students will learn to express their ideas, arguments and opinions precisely and concisely, both orally and in writing, valuable skills for the IB Diploma as a whole.

Programme Outline

At both HL and SL, the programme is divided into four parts. All students study the same core group of eleven works of literature; a further four works are studied at HL only.

The works selected cover Prose, Poetry, Drama (including Shakespeare) and Non-Fiction from a range of different places and periods. Four (SL) or five (HL) of the works selected are World Literature texts from other cultures, which are usually studied in translation.

Assessment

- **World Literature (Written coursework)** **20%**
One assignment (SL) or two assignments (HL), internally set but externally marked. Based on Part 1.
- **Oral Coursework** **30%**
A formal commentary, taped for external assessment, and an internally assessed oral presentation. Based on Parts 2 & 4.
- **Final examination** **50%**
Two written papers both externally set and marked, each worth 25%; 90 minutes each (SL), 2 hours each (HL). Paper 1 is a guided commentary on an 'unseen' poem or prose passage, testing the literary skills acquired during the course as a whole. Paper 2 is an essay on the works studied for Part 3, in comparison with a Part 2 work of the same genre.

German A1

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Nature of the course.

This course is designed for native speakers of German. The course is conducted in German.

Programme outline

The programme is divided into four compulsory parts as follows. HL candidates will study 15, SL candidates 11 texts.

1. World literature in translation.
2. Detailed study.
3. Groups of works.
4. School's free choice.

Assessment at Higher Level

Two assignments on World Literature set internally but assessed externally. **(20%)**

A internally assessed oral component consisting of an individual commentary and a presentation. **(30%)**

Two externally set and assessed written papers of two hours each, consisting of one essay and one commentary. **(50%)**

Assessment at Standard Level

One World Literature Assignment set internally and assessed externally, consisting of a comparative study of two or more works. **(20%)**

An internally assessed oral component consisting of an individual commentary and a presentation. **(30%)**

Two externally set and assessed written papers of 90 minutes each, consisting of one essay and one commentary. **(50%)**

Group 2: Second Language

English A2

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Nature of the Subject

This is a second-language course for non-native speakers of English who are expected to achieve near-bilingual status by the end of the course. At Felsted, a student taking English A2 must combine it with German A1. A reasonable standard of competence in the English language is required before the start of the course. Previous study of English Literature is also a distinct advantage, though not essential.

Students may take the course at either HL or SL. As all students across the world taking this course are non-native speakers of English, you should not hesitate to select the course at HL if your English is strong compared to other students of the same nationality, especially given the additional advantage that you will receive from studying in England. However, a student who has greater strengths in other areas should select SL.

Language A2 aims to promote an appreciation of the richness and subtlety of the English language within the context of English speaking societies. Through the study of Literature, students will develop a knowledge and understanding of the language and culture of different English speaking societies; this will be supplemented by the Media and Culture unit, designed to develop students' cultural awareness in further detail. Students will learn to express their ideas, arguments and opinions precisely and concisely, both orally and in writing, valuable skills for the IB Diploma as a whole. They will also learn to create texts of different types, styles and genres.

Aims

The aims of the English A2 course are to:

- Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary study and criticism;
- Develop students' powers of expression in the English language, both orally and on paper, and provide the opportunity to practise and develop the skills involved in writing, speaking and listening in a variety of styles and situations;
- Ensure students' familiarity with a range of different types of texts, within the three categories of Poetic, Professional and Mass Communication;
- Broaden students' understanding of English speaking cultures;
- Promote a lifelong interest in English Literature and English speaking cultures.

Programme Outline

For SL, the programme of study is divided into three units, as follows:

Unit 1: **First Literary Theme**

The study of three thematically connected works of English literature in three different genres.

Unit 2: **Media and Culture**

The study of a range of media-related topics within the context of English-speaking cultures and societies.

Unit 3: **Second Literary Theme**

The study of a further three thematically connected works of literature from three different periods.

A fourth unit is studied at HL only:

Unit 4: **Global Issues or Future Issues**

The study of topics relating to one of the above areas, again within the context of English-speaking cultures and societies.

Assessment

- **Written coursework** **20%**
Students complete two internally assessed written tasks – one based on a Literary unit, the other on the Media and Culture unit.
- **Oral Coursework** **30%**
Students complete two units of oral coursework – an interactive oral activity (internally assessed) and an individual oral assessment (taped for external moderation by the IBO). Again, one of these must be based on a Literary unit, the other on the Media and Culture unit.
- **Final examination** **50%**
Students complete two written papers both externally set and marked, each worth 25%. Paper 1 involves writing a comparative commentary on a pair of thematically connected unseen texts. Paper 2 involves writing an essay based on one of the three units of study.

Modern Foreign Languages

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A modern foreign language is a vital part of the IB programme, as it is of the education of anyone in the modern world. At Felsted, French, German and Spanish are offered at Higher and Standard Levels. An *ab initio* beginners' course may also be chosen in Spanish. German A2 (Higher Level) – a special IB course for native speakers – is offered as well.

You should select one subject from this group appropriate to your current language abilities.

Ab initio [Spanish]

Is for a beginner who has little or no previous knowledge of this language. The level reached may be described as being similar to a GCSE in a language written for adults. Assessment is in Reading, Writing and Speaking.

Language B SL [French, German and Spanish]

Is for the student who is a strong or weak linguist and who does not normally wish to continue study of the language beyond the Diploma and who has had 2 to 5 years' experience of this language. Assessment is in Reading, Writing and Speaking.

Language B HL [French, German and Spanish]

Is for the student who is a strong linguist and who perhaps intends to study the language for a future career (or to meet a Diploma requirement) and has 4 to 5 years' experience of this language. There will be some study of literature during this course, though there are no set works. Assessment is in Reading, Writing and Speaking.

The aims of the Language programme are to: enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes; encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures; develop students' awareness of the role of language in relation to other areas of knowledge; provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language; provide students with a basis for further study, work and leisure through language; develop students' awareness of the relationship between the languages and cultures with which they are familiar.

Assessment

Orals

30%

Students will be assessed on two oral activities. The individual oral lasts about ten minutes, the interactive/group oral rather longer as it requires debate and discussion. Both assessed oral activities are related to at least one of the three course themes.

Individual Oral	15%
Based on either a stimulus chosen by the student at <i>ab initio</i> level or a topic at Higher of Standard Level	
Interactive Oral Activity	15%
Group or paired work in class.	

Written Examination

Paper 1 Text handling

40%

Externally set and externally assessed

Reading

27% HL

30% SL

Questions will be based on a number of written texts. The texts are related to the course themes and are varied in terms of length, register, style, topic and level of difficulty. Exercises will include multiple choice, true/false, gap filling, sentence completion and short answer. All answers are written in the target language.

Written response

13% HL

10% SL

A short writing exercise in response to a written text. At Higher Level, one of the four texts on which the test exercises are based is literary in nature.

Paper 2 Written Production

30%

Externally set and externally assessed

There is a choice of written tasks. Students are required to complete one task [a minimum of 250 words at SL and of 400 words at HL]. The written tasks will be varied and may include essays, reports and/or letters. There will be at least one literary option at Higher Level. All work is written in the target language.

Group 3: Individuals and Societies

Economics

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Economics is often described as 'the study of what, how and for whom we allocate scarce resources in society'. However, it is perhaps more helpful to mention some of the issues that students cover in the two years of studying Economics:

Is road-pricing the best way to deal with the problems of traffic congestion in a city?
Why has the Chinese economy performed so well over the last few years?
What are the most appropriate strategies for reducing poverty in Africa?
Has the enlargement of the European Union been beneficial for Europe?
Are Multinational companies beneficial for developing countries?
Does government intervention in markets like healthcare and education automatically improve access for all and efficiency?

No prior subject knowledge is assumed and the mathematical content of the course is undemanding. Those who find numbers straightforward will find some topics easier than those who do not, but anyone who can obtain a grade B at GCSE Mathematics should not be put off.

Economics is a topical course and students are expected to show an interest in the world around them by reading quality newspapers and watching relevant programmes.

The aim of the course is to provide students with precise knowledge of the basic tools of economic reasoning; an understanding of contemporary global economic problems and also to encourage students to employ economic analysis to different contexts.

Higher and Standard Level consider similar topics although there is greater depth and analysis at the Higher Level and there are also a few new areas to study.

- Resources and markets: terminology; themes; ideas and problems.
- Microeconomics: supply and demand analysis and related issues of efficiency and equity.
- Macroeconomics: assessment of macro economic variables such as inflation and unemployment.
- International Issues: understanding as to why countries trade, exchange rates and protection issues.
- Development Economics: economic growth and sustainable development, an analysis of developing economies.

Assessment

Standard Level

Paper 1 1 hour **25%**
1 essay question from 4.

Paper 2 1 hour **50%**
3 structured response questions from 5, based on all 5 areas of the syllabus.

Paper 3 Portfolio **25%**
Students produce a portfolio of four commentaries each of 650-750 words based on a news media extract and links economic theory to a real-world situation.

Higher Level

Paper 1 1 hour **20%**
1 essay question from 4 based.

Paper 2 1 hour **20%**
3 short answer questions from 6, based on all 5 areas of the syllabus.

Paper 3 2 hours **40%**
3 structured response questions from 5, based on all 5 areas of the syllabus.

Paper 4 Portfolio **20%**
Students produce a portfolio of four commentaries each of 650-750 words based on news media extracts which links economic theory to a real-world situation.

Geography

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The study of Geography enables students to examine the relationship between the human and physical worlds whilst combining Science and Humanities within the subject. The multi-faceted nature of the topic areas covered allows students to work in both depth and breadth giving them a sound platform to continue studies at University level should they choose to do so.

Geography focuses on a multi-disciplinary approach which requires students to consider contemporary themes in the subject, theoretical aspects and models, manage a range of geographical skills and write research based assignments. The IB syllabus enables students to develop their own skills within these areas and allows them the time and freedom to explore the subject matters in depth. The course draws upon a wide range of local, national and international examples enabling students from a wide range of geographical backgrounds to find relevance and connections within the subject matter. Using examples from all over the world, the IB course aims to illustrate the issues and concepts covered in the core and optional themes and therefore it is ideal for those students keen to maintain a broad interest in, and understanding of, the world in which we live.

Felsted's Geography Department organises fieldwork to both national and international destinations. This includes a compulsory fieldtrip in order to complete the investigation.

IB Geography has been designed to allow those students who have previously studied the subject to continue working within a number of topic areas covered before but also to extend their knowledge into new ones.

The specification for Geography at Higher and Standard Level is split into three parts: Geographical Skills, Core Theme and Optional Themes.

In **Geographical Skills**, students are required to develop a wide range of research methods including planning an investigation, the collection of primary data and associated mapping, graphical and IT skills which are multi-disciplinary.

IB students are required to cover a number of different themes depending upon whether they have opted for HL or SL Geography. A simple breakdown of material covered is as follows:

Higher Level – Population (core theme) plus four of: Lithospheric Processes, Climatic Hazards, Globalization, Drainage basins, Settlement, Arid and semi-arid Environments.

Standard Level – Population (core theme) Drainage Basins and Settlement.

Core Theme: Population, Resources and Development. The study of the core theme is compulsory for all students at both HL and SL. This theme explores the nature of human population around the globe on a variety of different scales. Issues and themes include: population distribution and structure; mortality and fertility levels; population migration; the relationship between population and resource consumption; how population can affect levels of development.

For Higher Level the study of four **Optional Themes** is required. At Standard Level, the study of two of these optional themes is required:

The theme of Lithospheric Processes and Hazards explores the instability of the land through tectonic activity and the potential hazards that can be caused to people as a result. Issues and themes include: the theory of plate tectonics; earthquake hazards and human responses; volcano hazards and human responses; human and physical causes of landslides.

The theme of Globalization explores the concept of globalization as an economic and cultural modifier and uses a detailed study of tourism to illustrate globalization in practice. Issues and themes include: definition of globalization; globalization and the economy; cultural integration; growth of tourism; tourism as a strategy for development.

The theme of Climatic Hazards and Change explores the atmospheric processes that lead to a number of climatic hazards and the changes in global climate. Issues and themes include: hurricane formation and responses; tornado formation and their impacts; drought and its impact; El Niño; Greenhouse and Ozone changes; micro-climate.

The theme of Drainage Basins explores the role of the river in shaping the land and the processes that occur within the river itself. The theme of settlement considers the growth, placement and future problems facing urban areas across the world.

The theme of Arid and Semi-Arid Environments considers the ways in which our dry environments across the world are shaped and how the landforms within them are created.

The theme of Settlement considers the historical reasons for the growth of settlements, their patterns and the problems associated with cities in both the developed and less developed world.

Assessment

The IB consists of both internal and external assessment which incorporates examinations, research assignments and investigation work at both HL and SL.

The external assessment is conducted through two examination papers which contribute 75% at HL and 80% at SL and are based on the themes studied throughout the course. Questions can be answered in essay or structured form.

For internal assessment, HL and SL students will be required to produce one investigation of 2000-2500 words involving fieldwork and primary data collection contributing 25% of final mark. All students should attend the Department fieldtrip in order to complete this.

History

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The IB History course is designed to stimulate students' intellectual curiosity in the study of the past. The subject is, at its most basic level, about important 'stories' from our collective past, which are historically significant and interesting to look at for their own sake. However, the subject at IB level also encompasses much more than this; involving the study of a variety of other disciplines such as Politics, Economics and Literature, in order to make sense of the past, and the acquisition of vital transferable skills that will serve students well in the world beyond Felsted.

The emphasis of IB History is very much on history from a global perspective and students are provided with an opportunity to study Asian history, as well as European history. The study of History from an international perspective is increasingly important today. In the contemporary context, one of globalisation and technological development, different cultures are increasingly interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past.

IB History also equips students with intellectual skills that they need to make sense of the past, but which are also transferable and highly prized by both employers and universities. Students who get the most out of IB History will be those who are able and willing to read the works of important historians on the topics they are studying and to ask critical questions of the material: can a historian be free of bias in the selection and interpretation of material? Is the power of persuasion a characteristic of a good historian? Students will also be trained in the evaluation of documentary material and the assessment of interpretations and their validity. Such skills are assessed through extended writing tasks in which the construction of focused, coherent and well supported arguments, is crucial. Acquiring such skills obviously provides a good grounding for a variety of professional careers, most obviously law; for which the emphasis in History on argument, evaluation of textual material and the sifting of evidence, forms an excellent preparation. In addition, History, with its emphasis on independent reading, extended writing and debate, helps students to develop the study skills that they will need at university. Ultimately, a good IB History student should be able to leave School with enough knowledge of modern world history to make sense of the present, and with the ability and desire to study independently in the future, while at the same time enjoying the subject for its own sake.

Key features of the course

The content of the IB History course has been designed to provide students with an insight into the history of the countries like **China and India** that will almost certainly go on and dominate the 21st century. In addition, the course also aims to develop students' understanding of some of the salient features of 20th century European history, such as World War One, the Spanish Civil War, the rise of Fascism in Europe and World War Two.

At **Standard Level**, students sit two written papers. Paper 1, which makes up 30% of the final mark, is a 1-hour source based paper on **Communism in Crisis, 1976-1989**. This will involve a study of key personalities such as Brezhnev, Gorbachev and Deng, as well as key events like the fall of the Berlin Wall. All four questions on the prescribed topic have to be answered. The style of the questions will be similar to GCSE in that students will be asked comprehension, comparison and utility questions, as well as writing a short essay, using the sources and own knowledge. Paper 2, which makes up 45% of the final mark, is a 90 minute essay paper in which students have to answer two questions on 20th century world history.

The topics are drawn from the following categories: **Causes, Practices and Effects of War** (conflicts covered include World War One, the Spanish Civil War, World War Two and the Chinese Civil War) and **the Origins and Development of Authoritarian States and Single Party States** (key case studies include Hitler, Mussolini and Mao Zedong)

Higher Level students sit Paper 1 and Paper 2 but the assessment weighting is slightly different compared to Standard Level at 20% and 25% respectively. In addition, Higher Level candidates have to sit a third written paper, Paper 3. This is a 150 minute exam, worth 35% of the final mark, in which students have to answer three essay questions on a particular region, in this case, **Asia and Oceania**. This will involve students studying the history of **Asian powers like China and India from 1800 up until the 1960s**. This will mean examining how the great Asian empires such as the Mughals and Ch'ing dynasty coped with the challenges posed by European imperialism and how both countries developed in the twentieth century.

All students, whether doing Standard Level or Higher Level, must also undertake a short **historical investigation** of between 1500-2000 words on a topic of their choice. For Standard Level students the Historical Investigation is worth 25% of their final mark and for Higher Level students it is worth 20%. This element of the course can involve the study of a period of history that is not on the syllabus. Examples of the types of investigation that students may undertake are: analysis of an historical topic using a variety of sources; an investigation based on fieldwork, for instance a battlefield visit; a local history project; an investigation based on interpreting the historical validity of a novel, film or play; or a project based on oral interviews.

Philosophy

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The aims of the IB Philosophy programme are to enable students to:

- Develop an intellectually independent and creative way of thinking.
- Relate their philosophical understanding to other disciplines and to life.
- Formulate arguments in a rational and logical way.
- Examine critically their own experience and biases.
- Become aware of the plurality of philosophical traditions.
- Develop a way of thinking that draws on personal reflection and a knowledge of philosophical traditions.

Higher and Standard Level

The emphasis of IB Philosophy is on doing philosophy. Students engage in their own reflection on central philosophical issues using a wide range of sources from philosophical texts to films and novels. An historical approach to philosophy is discouraged and the purpose is to encourage the student's own thinking. Students are expected to express their ideas clearly and coherently, using the appropriate philosophical language. They will learn to develop and evaluate philosophical ideas and arguments and analyse a variety of texts and examples. Philosophy at both Higher and Standard Level is assessed by two written papers (80%) and two pieces of coursework (20%).

Paper One – Philosophical Themes

Both Higher and Standard Level students study the Core Theme, 'What is a Human Being?' This covers issues such as freedom and determinism, the relationship between mind and body and whether animals or machines could be persons. Higher and Standard Level students also study the additional Theme, 'Theories and Problems of Ethics'. This looks at theories such as utilitarianism, deontological approaches and virtue ethics as well as biomedical issues, environmental issues and animal rights. Higher Level students also study the additional Theme, 'Philosophy of Religion'. Areas of study include arguments for the existence of God, the problem of evil, religious experience, science and religion and the postmodern view of faith.

Paper Two – Prescribed Texts

Students study, two prescribed texts for Higher Level and one for Standard Level. The study of classical philosophical texts allows students to broaden their knowledge and understanding of philosophy and engage critically with the arguments presented.

The detailed study of a philosophical text allows the student to develop their ability to present a philosophical argument by testing their position against the standpoint of the author and using the author to take their own thinking forward on the issue under consideration. The text studied at HL and SL will be Immanuel Kant, Groundwork of the Metaphysics of Morals, with Rene Descartes, Meditations as the additional HL text.

Coursework

This consists of two 1000 – 1200 word exercises.

- A critical philosophical analysis of non-philosophical material such as a film, a poem or a work of art.
- A philosophical dialogue on an issue of the student's choice from one of the Themes studied.

Group 4: Experimental Sciences

Biology

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It has been said that, “Scientifically the first half of the twentieth century was the era of atomic physics and molecular chemistry and the second half of the century was the era of molecular biology”. What is certain is that the developments that will have the major effects on society and individuals in the next half century will be in the application of Biology; be it over the issues raised by the Human Genome Project, genetic engineering, cloning, multiple drug resistance in bacteria, environmental pollution, the biological and neurological basis of consciousness etc. All students will be asked to make judgements on the results that these fields of research reveal and without a sound knowledge of the fundamentals of biological science, those judgements risk being fatally flawed.

A common curriculum model applies to all Group 4 programmes. This model offers a parallel structure at both Higher and Standard Level, whereby a core of material is studied by all students and this is supplemented by the study of options. At Standard Level students study two options of 15 hours duration, while at Higher Level there are two 22 hour options. Thus, all students study a common core. Higher Level students follow additional Higher Level material and both levels study additional optional material.

At least 25% of teaching time is spent following an internally assessed scheme of practical work related to all aspects of the course. This includes 10 to 15 hours spent on an interdisciplinary project in conjunction with all the experimental science courses.

There are four basic biological concepts that run throughout the course. They serve as themes to unify the topics – this allows the students to study at different levels of complexity. These concepts are: structure and function; equilibrium within systems; universality versus diversity; evolution.

The Core Topics (Higher and Standard Level) are: cells; chemistry of life; genetics; human health and physiology; ecology. Standard Level students also study the following Options: Option B, physiology of exercise and Option E, neurobiology and behaviour.

Additional Higher Level Topics include: further cell studies; nucleic acids and proteins; cell respiration and photosynthesis; further genetics; human reproduction; defence against infectious disease; classification and diversity; nerves, muscles and movement; excretion; plant science.

Higher Level students also study two additional options. Option E on neurobiology and behaviour and Option H covering further human physiology.

Chemistry

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Chemistry is a fascinating and exciting experimental science which is often regarded as the central science. Chemical processes touch our lives and the lives of all around us in a myriad number of ways in processes as disparate as the striking of a match to the biochemical processes which ensure that one heart beat follows another. Chemistry in the Sixth Form is varied and challenging. It involves academic study, a great deal of practical work, and encourages the development of many key skills such as problem solving, communication, creativity and teamwork which are relevant and valuable far beyond the Sixth Form.

While the subject is a prerequisite for many courses in Higher Education, and especially the medical sciences, those who have studied Chemistry, whether at IB or beyond, are much sought after because of the wide variety of skills that they have acquired and can thus look forward to the possibility of worthwhile careers in any of an incredibly broad range of exciting and varied fields of work.

At Felsted, we offer Chemistry at Higher and Standard Level. The course presents the study of Chemistry in a modern, interesting, accessible and relevant format. A core of material is studied by both Standard and Higher Level students and is supplemented by the study of two Options. Higher Level students also study additional Higher Level material.

The course re-visits topics which will be familiar to many students. Each is revised and significantly expanded on while new topics, classified under the headings below, are introduced and studied in some depth. These topics comprise the Core material studied at both Standard and Higher Level. The Core topics include stoichiometry, atomic theory, periodicity, bonding, oxidation and reduction, states of matter, energetics, kinetics, equilibrium, acids and bases, and organic chemistry.

The option topics are listed below. These topics both complement and add breadth to the work covered elsewhere. The current topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, fuels and energy, modern analytical chemistry (HL only), further organic chemistry, and higher physical organic chemistry.

Chemistry is an experimental science and as such, a significant amount of practical work is undertaken. Appropriate use is made of ICT. Of the approximately 240 hours of teaching time necessary to complete the Higher Level course 60 of these will be spent on practical tasks of one form or another. At Standard Level, the requirement is 150 hours of teaching with 40 hours dedicated to practical work.

Practical work serves to illustrate and reinforce theory, broaden the student's experience and add variety. Longer practical investigations permit the exploration of individual personal interests and encourage creativity while all the time developing a better understanding of the "scientific method".

Physics

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Physics is the fundamental science and attempts to explain all observations of the natural and physical world in terms of laws related to matter and energy. The course explores ideas which have had a profound impact on mankind's perception of the universe. Students will study Newtonian mechanics, electromagnetism and thermodynamics – the cornerstones of classical physics and the basis of engineering principles. They will also have the opportunity to investigate the two revolutionary ideas of quantum theory, which describes the behaviour of matter at the subatomic level, and relativity, which explains the behaviour of matter at high velocities and interprets gravitation in an imaginative new way.

Physics is both practical and theoretical and the Diploma Programme physics course allows students to develop traditional practical skills and techniques complementing the academic challenge of problem solving through mathematical application and critical thinking. Developments in physics have resulted in great changes for society in both technological and philosophical contexts. Students will be able to evaluate the social, economic and moral implications and gain an appreciation of the historical context in which discoveries were made. The course also allows students to develop those transferable skills important for both Higher education and employment.

The core topics covered are: Physics and physical measurement; mechanics; thermal physics; oscillations and waves; electric currents; fields and forces; atomic and nuclear physics; energy, power and climate change.

Standard Level students are required to study the core topics and any of the standard level options: light and wave phenomena; quantum physics and nuclear physics; digital technology; relativity and particle physics; astrophysics; communications; electromagnetic waves. The duration for each SL option is 15 hours.

Higher Level students are required to study the core topics plus the additional Higher Level topics: motion in fields; thermal physics; wave phenomena; electromagnetic induction; quantum physics and nuclear physics; digital technology. They must also study two of the HL options: Astrophysics, communications; electromagnetic waves; relativity; medical physics; particle physics. The duration of each HL option is 22 hours.

Academic Requirements

A grade B or better in GCSE Physics and GCSE Mathematics is recommended as the IB physics course requires a greater degree of mathematical competence than the AS/A2 Physics course. Grade BB in a Dual Award Science qualification or grade B in both GCSE Core Science and GCSE General Science for the 21st Century Science specification is also acceptable.

Assessment of the three Sciences

Assessment of these courses is carried out through a combination of external examinations, which carry 76% of the final mark, and internal assessment, worth a further 24%. The same structure applies to each of the three sciences.

External Assessment

Standard Level

Paper 1 **45 min** **20%**

30 multiple choice questions testing knowledge of the Core. Calculators are not permitted.

Paper 2 **1 hr 15 min** **32%**

The paper is divided into two sections testing knowledge of the Core. Calculators are allowed.

Section A **(16%)**

A data based question and several short answer questions (all compulsory).

Section B **(16%)**

A choice of one question from three, each requires an extended written response.

Paper 3 **1 hr** **24%**

Several short answer questions test knowledge of each of the two Options studied (all compulsory).

Higher Level

Paper 1 **1 hr** **20%**

40 multiple choice questions. Tests knowledge of the Core and additional higher level work. Calculators are not permitted.

Paper 2 **2 hr 15 min** **36%**

The paper is divided into two sections. These test knowledge of the Core and additional higher level work. Calculators are allowed.

Section A **(18%)**

A data based question and several short answer questions (all compulsory).

Section B **(18%)**

A choice of two questions from four, each requires an extended response.

Paper 3 **1 hr 15 min** **20%**

Several short answer questions and one extended response question test knowledge of each of the two options studied (all compulsory).

Internal Assessment

Internal assessment consists of two main components; a sequence of short, teacher marked, practical activities and the Group 4 project. Assessed work is moderated, by external examiners.

Group 5: Mathematics

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Students select one of the following:

Mathematics HL (Higher Level)

Mathematics SL (Standard Level)

Maths Studies (Standard Level)

Each programme is designed to meet the needs of a particular group of students, so it is important that the correct choice is made. Students should consider their ability, interest in the subject and future plans, such as university course and career choice. In making the selection, individual students should be advised to take account of the following considerations: their own abilities in Mathematics and the type of Mathematics in which they can be successful; their own interest in Mathematics with respect to the areas which hold an appeal; their other choices of subjects within the framework of the IB Diploma; their future academic plans in terms of the subjects they wish to study; and their choice of career.

Mathematics is an international language. It might be considered as an abstract system of ideas, or a well-defined set of axioms and logical deductions which have essential application in many areas of real life. For many students, Mathematics is the tool for use in other areas of study. Some see the subject as an adventure in reasoning and proof, with its own special aesthetics. Whatever the perception, it is undoubtedly the foundation for development in the real world, for example in engineering, finance and commerce, science and technology, to name but a few. Everyone is touched by the subject, for example when making financial transactions, reading newspapers and understanding the world of finance, measuring, estimating and organising. Mathematics is everywhere.

The importance of Mathematics in the world and the prevalence of the subject in people's lives, provide a clear and sufficient rationale for making the study of this subject compulsory within the IB diploma.

All IB students require a graphic display calculator, which is obtainable from the School Bookshop.

Mathematics (Higher Level)

This course is for students who expect to include Mathematics as a major part of their university degree, either as a subject in its own right or within courses such as Physics or Engineering. Its emphasis is on developing mathematical concepts in a rigorous way, including justification and proof of results. It is a demanding course and should be chosen only by students who have achieved top grades in the subject so far and who have a high interest level.

There are seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability and calculus. In addition, an extra topic will be selected from one of the following: further statistics and probability, sets and relations and groups, series and differential equations, discrete mathematics.

The assessment will be by three written papers (five hours in total) worth 80% of the marks. There is also a portfolio which consists of two assignments, which are internally assessed, based on different areas of the syllabus. One of the assignments will be a Mathematical Investigation and the other will be a task in Mathematical Modelling. The portfolio accounts for 20% of the overall marks.

Mathematics (Standard Level)

This is the more demanding of the two Standard Level courses. Students may select this course to support a higher level science course and will probably continue to use Mathematics at university.

There are seven areas of study: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability and calculus.

Assessment is by two written papers (3 hours in total), worth 80% of the marks. There is also a portfolio which consists of two assignments, which are internally assessed, based on different areas of the syllabus. One of the assignments will be a Mathematical Investigation and the other will be a task in Mathematical Modelling. The portfolio accounts for 20% of the overall marks.

Maths Studies (Standard Level)

This is the course taken by students who do not intend to continue with the study of Mathematics, but wish to gain the skills needed to live in our technological society. The course emphasises the manipulation of data and analysis skills.

There are eight areas of study: introduction to the graphic display calculator, number and algebra, sets and logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, and financial mathematics.

Assessment is by two written papers (3 hours in total), worth 80% of the total marks as well as a project. This project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements, and accounts for 20% of the overall marks.

Group 6: Arts and Electives

Music

music@felsted.org

The aims of the Music programme are to give students: the opportunity to explore and enjoy the diversity of Music throughout the world; the encouragement to develop creatively their knowledge, abilities and understanding through performance and/or composition; the chance to develop perceptual skills (recognising, speculating, analysing, identifying, discriminating, hypothesising) through a breadth of musical experience; assistance in developing their potential as musicians to the full.

The course can be taken at both Standard and Higher Levels. Common to both levels is Musical Perception and Analysis. This comprises:

Study of a major set work	10%
Study of musical genres and styles	20%

These two elements are examined in a written listening paper of 2 ½ hours for which a CD containing extracts of music is provided to each student.

Musical investigations	20%
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In which students examine Music from traditions and cultures removed from their own, and investigate the relationship between two musical genres. Students produce a written media script in the form of a radio or TV script or a magazine article or website of 1200 – 1500 words, investigating the relationship between two musical genres.

For the remainder of the marks at **Higher Level** the student must complete the following two areas, in addition:

- **Solo Performance** **25%**
One or more solo recitals lasting around 20 minutes

- **Composition** **25%**
Three contrasting compositions, lasting 5-15 minutes in total, with recordings and commentaries required.

For the remainder of the marks at **Standard Level** the student selects **one** of three different paths:

- **Solo Performance** **50%**
One or more solo recitals lasting around 15 minutes

- **Group performance** **50%**
Two public performances lasting 15-30 minutes

- **Composition** **50%**
Two contrasting compositions, lasting 5-15 minutes in total, with recordings and commentaries are required.

Visual Arts

art @felsted.org

The aims of the programme in Visual Arts are to: provide students with the opportunities to develop the aesthetic, imaginative and creative faculties; stimulate and train visual awareness, perception and criticism of the Art of various cultures and encourage an enquiring and informed attitude towards Art and Design, both in history and today; enable students to discover, develop and enjoy means of creative visual expression through practical exploration of processes, materials and techniques which are suited to their temperament and capabilities; encourage the pursuit of quality through training, individual experiment and persistent endeavour.

Higher Level

The Higher Level course consists of the two parts, both of which are compulsory: Studio Work and the Research Workbook.

Students receive approximately four hours of practical studio teaching per week with much of the written analysis and research set as prep to be completed in the student's own private study time. Studio work will represent 60% of the student's total mark. The Research Workbook will represent 40% and should, naturally, complement the student's studio work.

The course commences with a practical exploration of the formal elements and an introduction to a variety of processes, mediums and techniques including painting, printmaking, mixed media and textiles. Students will then be encouraged to direct their ideas towards the exploration of a particular theme or genre. The importance of first-hand research and, in particular, objective drawing, will be emphasized throughout the course.

All work will be keyed to the cultural context from which it emerges and contexts will in turn generate work. Sustained development; practical exploration in various two dimensional, printmaking and three dimensional media will lead into substantial final outcomes.

Visits to museums and galleries support the course as does a taught life drawing class which takes place one evening per week. Regular attendance of the life drawing class is compulsory for Higher Level students.

At Higher Level each student prepares an exhibition of work produced during the course. A visiting examiner will view the exhibition and conduct an interview with the student. The Research Workbooks are internally assessed by the teacher but also reviewed by the visiting examiner before the interviews. The exhibition of work is worth 60% of the total marks, the Research Workbooks, 40% of the total marks.

Standard Level

Students following the Standard Level course receive approximately two and three quarter hours of teaching per week. The content of the course is similar to that of the Higher Level course but work of a similar breadth or quantity would not be expected.

At Standard Level each student prepares an exhibition of work produced during the course. A visiting examiner will view the exhibition and conduct an interview with the student. The Research Workbooks are internally assessed by the teacher but also reviewed by the visiting examiner before the interviews. The exhibition of work is worth 60% of the total marks, the Research Workbooks, 40% of the total marks.

Group 6 Electives

Computer Science

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Computer Science involves solving problems using computers. Therefore a full understanding of logical problem solving is required as well as a detailed knowledge of how computers operate. Successful computerized systems result from: a clear understanding of the problem to be solved; appropriate use of hardware based on a detailed knowledge of its capabilities and limitations; efficient use of algorithms and data structures; thorough and logical design; careful testing and integration of all these components. Students of IB Computer Science will be guided by problem solving strategies that will be continually reinforced in their coursework. Initial stages of the process will involve identifying and defining the problems to be solved using a computerized system. The problem will be broken down into parts, with each part requiring a particular solution. From this problem definition, the student will construct appropriate algorithms to create a solution. The emphasis should be on the use of a logical approach and analytical thinking while using a computer to solve problems.

Students are expected to acquire mastery of the specified aspects of Java. Suitable mechanisms include encapsulation, polymorphism and inheritance, although other structured approaches are possible. Mastery of a particular aspect of Computer Science is defined as the ability to use that aspect appropriately for some non-trivial purpose that is well documented. Mastery will be demonstrated through work submitted in the program dossier.

The Computer Science Higher Level course focuses on software development, fundamentals of computer systems; and the relationship between computing systems and society; computer mathematics and logic; advanced data structures and algorithms; further system fundamentals; and file organization.

The aims of the course are: develop logical, critical and creative thinking; develop an understanding of the principles and nature of the subject; employ and refine their powers of abstraction and generalization; develop patience and persistence in problem solving; appreciate the consequences arising from technological developments; transfer skills to alternative situations and to future developments; and communicate clearly and confidently in a variety of contexts.

Course Content

Topic 1 - Systems life cycle and software development

The Systems life cycle, Systems analysis, Systems design, social significance and implications of computer systems, software life cycle, Software design, Documentation.

Topic 2 - Program construction in Java.

Topic 3 - Computing system fundamentals

Language translators, Computer architecture, Computer systems, Networked computer systems, Data representation, Errors, Utility software.

Topic 4 - Computer mathematics and logic

Number systems and representations, Boolean logic.

Topic 5 - Abstract data structures and algorithms

Fundamentals, Static data structures, Dynamic data structures, objects in problem solutions, Recursion, Algorithm evaluation.

Topic 6 - Further system fundamentals

Processor configuration, Magnetic disk storage, Operating systems and utilities, Further network fundamentals, Computer/peripheral communication.

Topic 7 - File organization

Case study.

Program dossier.

Assessment

External assessment

The Computer Science assessment model is designed to measure student performance against the four assessment objectives. Assessment is carried out by a combination of external examinations conducted at the end of the programme of study, and internal assessment, carried out by teachers. These two key assessment structures are respectively weighted at 65% and 35%.

Higher level

External assessment

65%

Paper 1

2 hr 15 mins

32.5%

Consists of two compulsory sections. Section A consists of several compulsory short-answer questions. Section B consists of six compulsory structured questions.

Paper 2

2 hr 15 mins

32.5%

Consists of four compulsory questions. The first three questions are extended-response questions, in several parts. They require students to construct algorithms based on appropriate scenarios. The fourth question is structured, in several parts, and based on a case study.

Internal assessment:

Program dossier

35%

The Program Dossier is an individual piece of work completed during the course. The Dossier must address a single problem that can be solved using computer systems and which has an identified end-user. The analysis, design and production of the final system must be well documented. The emphasis is on the use of a logical approach and analytical thinking from definition and decomposition of the problem through to its solution by constructing appropriate classes implementing algorithms and data structures in the Java programming language. The program dossier is internally assessed by the teacher and externally moderated by the IB.

Latin

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The IB Latin course assumes a certain prior level of attainment in Latin; but it is achievable for any student with an A*-B grade at GCSE. Although the structure of the course – studying both Latin language and literature – is similar to AS/A2, the expected outcome is very different. Through studying two set genres in the literature course, the focus of study is much more synoptic and students consider the overall meaning and purpose of the literature, rather than in-depth literary criticism. Similarly, students are permitted to use dictionaries throughout the language course (and in the final examination) in order for them to attempt much more complex linguistic features in unabridged Latin texts. Therefore the aim of the IB course is to improve students' understanding of the Classical World as a whole and to develop their linguistic skills; it is less about learning by rote and more about developing an understanding of Latin and the Roman World.

The course is linear and so both examinations (language and literature) are taken at the end of the U6th.

Language Paper (35%) – translation of a passage of unprepared Latin, either Ovid *Metamorphoses* or Cicero (speeches).

Literature Paper (45%) – students answer on three extracts (at SL)/four extracts (at HL) from two genres [questions based on ten extracts, two from each genre].

Genres on current syllabus:

Elegiac and lyric poetry (Catullus and Horace)

Epic (Virgil *Aeneid* 6)

Historiography (Livy 1)

Letters (Pliny)

Satire (Juvenal 1, 3 and 16)

There is also a coursework element to the course (**20% of the final mark**). Students create a **Research Dossier**, in which they select a range of sources on a particularly topic and comment on the historical reliability and the information that can be gained from each.

Psychology

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Psychology is the scientific study behaviour and mental processes. The discipline of psychology embraces all aspects of the human experience - from the functions of the brain to the environments in which humans and other animals develop; from child development to ageing. Psychology is a science based on a large body of social science and behavioural science research and which is expanding its boundaries to overlap with neuroscience and health science. Psychologists study two critical relationships: one between brain function and behaviour, and one between the environment and behaviour. As scientists, psychologists follow scientific methods, using careful observation experimentation and analysis to learn more about the world in which we live and its inhabitants.

The aims of the **psychology** course at HL and at SL are to:

- interpret and/or conduct psychological research to apply the resulting knowledge for the benefit of human beings
- ensure that ethical practices and responsibilities are implemented in psychological inquiry
- develop an understanding of the biological, social and cultural influences on human behaviour
- develop an understanding of different theoretical processes that are used to interpret behaviour, and to be aware of how these processes lead to the construction and evaluation of psychological theories
- develop an awareness of how applications of psychology in everyday life are derived from psychological theories
- understand and/or use diverse methods of psychological inquiry.

IB Psychology (SL)

The course includes 3 perspectives:

Biological: includes the study of the nervous system, genetic explanations of behaviour, emotion, body rhythms

Cognitive: includes study of memory, attention and perception

Learning: includes study of conditioning, social learning, innate predisposition to learning

One area of in-depth study:

Social psychology – topics include social influence, prejudice and discrimination, collective behaviour

IB Psychology (HL)

The course includes 4 perspectives:

Biological, Cognitive and **Learning** as mentioned in Standard Level plus

Humanistic: includes study of the hierarchy of needs, free will in humans, self-actualisation

Two areas of in-depth study:

Social psychology [as SL] and **The psychology of dysfunctional behaviour** – topics include models of abnormality, diagnosis and classification, treatments and therapies.

There is a separate unit on research methodology covering both qualitative and quantitative methods.

Examinations and Assessment

At SL, there are two examinations with a mixture of short answer and essay questions and one internally assessed experimental investigation which counts for 20% of the overall assessment. At HL, there are three examinations with a mixture of short answer and essay questions and one internally assessed experimental investigation which counts for 20% of the overall assessment

Other Group 6 Electives

The following subjects are available as Group 6 electives:

Chemistry HL/SL (p. 52), Economics HL/SL (p. 45), French B HL/SL (p. 3) and Spanish *ab initio* SL (p. 43)).

English as a Second Language

On arrival at Felsted, IB students for whom English is not their first language work with the ESL coordinator to discuss and diagnose language needs; areas of grammar and skills in need of review, further study and support. An individual learning plan is then devised in collaboration with the student.

Those who wish to have additional English language support, thus, are offered two lunchtimes and one after school “ESL clinic”. During these optional sessions students can work on their individual learning plans and receive guidance and support with their other academic subjects including their coursework, class work and prep. There is also a supervised prep session on a Wednesday evening from 7.30 - 9.00 pm when students may work on their prep under the guidance of the ESL coordinator.

We are dedicated to internationalism at Felsted School and want to do all that we can to ensure that each student achieves their full potential both academically and socially during their time at the School.